DOCUMENT RESUME

ED 221 818 CG 016 256

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TITLE What's Left of Federal Funding for Sex Equity in Education?
INSTITUTION National Advisory Council on Women's Educational Programs, Washington, D.C.
PUB DATE Jun 82
NOTE 47p.; For related document, see CG 016 257.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Programs; *Financial Support; Postsecondary Education; Program Descriptions; *Public Agencies; *Sex Discrimination; *Sex Fairness; Sex Stereotypes

ABSTRACT

This overview of funding available for women's equity from federal sources reflects the decreasing governmental support for equal education programs. Major attention is given to federal support of research and development activities, and suggestions are offered on general strategies for obtaining such funds related to sex equity in education. Some federal funding sources are described, including the Women's Education Equity Act Program, Title IV of the Civil Rights Act, Vocational Education Act Programs, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics, the Office for Civil Rights, agencies within the Department of Health and Human Services, and ACTION, to name a few. These materials provide an agency overview, its relevance to sex equity, potential applicants, and publications and agency contacts. Programs both within and outside of the U.S. Department of Education are included. Public funding information sources are also listed with addresses and publications listings. (JAC)

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WHAT'S LEFT OF FEDERAL FUNDING FOR SEX EQUITY IN EDUCATION?

by

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June 1982

CG 016256

Established by the Women's Educational Equity Act, 1974. -- U.S. Department of Education

WHAT'S LEFT OF FEDERAL FUNDING
FOR SEX EQUITY IN EDUCATION?

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* These descriptions are updates by Kathleen Dauito and Pam Presser of those in Federal Funding to Promote Sex Equity in Education: 1980, by Susan S. Klein and Melanie A. Goodman.

An Overview of Funding on Women's Equity from Federal Sources

I. Highlights: The Good and Bad News

GOOD NEWS

There still is some Federal funding for sex equity* projects in education.

BAD NEWS

There are major decreases in Federal funding for sex equity in education in FY '82 and the administration proposed more severe cuts in FY '83.

A. History of Federal Funding for Sex Equity

From 1975 - 1980, the Federal government gradually increased its funding of sex equity activities in education. Federal support grew from less than $12 million in FY '75 to about $38 million in FY '80. (Klein and Goodman, 1980) The Federal government has been the largest supporter of work in this area -- much more than other levels of government, foundations and corporations combined.

At its highest level, Federal support for sex equity in education was infinitesimal compared to its support for education in general, or even other equity needs of the handicapped, and racial and ethnic minority populations. For example, in FY '80 at $33.9 million, its highest level of support, the Office of Education spent only .2% of its budget on sex equity.

B. The Current Federal Role in Education: Implications for Sex Equity**

The current administration says that it is in favor of women's rights and sees a Federal role in achieving equity via persuasion, teaching and advocacy more than via enforcement and withholding financial support (Klein, et. al. 1982, page 9). Although this administration wants to decrease the Federal role in education, it believes that certain traditional Federal functions which serve national purposes such as research, development, dissemination, evaluation, (RDD&E) and the provision of technical assistance should be maintained. None of the past or currently proposed Department of Education sex equity activities were outside of these traditional Federal RDD&E functions.

The administration wants to decrease Federal financial support for education and has recommended major budget reductions in FY '82 and '83. It would also like to "slenderize the Federal rule book" and has turned more responsibility in the allocation of Federal funds over to state and local educational agencies via block grants. For example, in various drafts, Department of Education officials had proposed to change the regulations for the Vocational Education Act to eliminate the requirement for a full-time sex equity coordinator in each state. Similarly, in a "bare bones" administration version of a new Vocational Education Act, these officials have omitted mention of sex equity entirely.

In its decreased emphasis on civil rights enforcement the administration has supported some anti-equity actions. For example, it is considering changes in the Title IX*** regulations to narrow coverage.

To date, the administration has issued no guidance on how the Federal role functions should support sex equity in education and made no Department of Education appointments of women known to be actively supportive of sex equity. In its January 1982 draft of legislation for the Foundation for Education Assistance it also eliminated the provision of equal opportunity as a purpose of Federal involvement in education. (Brown, 1982)

* In this report support for sex equity in education (not sex education) includes Federally sponsored activities intended to help girls and women, as well as to help both females and males overcome sex stereotyping. Major attention was given to Federal support of R&D activities rather than student financial aid or the general distribution of Federal aid to girls and women. An excellent analysis of the impact of budget cuts on women in education and other areas is available from the Women's Research and Education Institute of the Congressional Caucus for Women's Issues.

** See Klein, Simonson and Brizius "Likely Administration Views of the Federal Role in Education: Implications for Sex Equity", 1982.

*** Title IX prohibits discrimination on the basis of sex in education programs or activities receiving Federal financial assistance.

C. Status of Key Programs that Support Sex Equity in Education

In the summer of 1981 the women's groups convinced Congress to save two of the major Federal programs which support sex equity work -- the Women's Educational Equity Act and the Civil Rights Act, Title IV programs -- from inclusion in the Elementary and Secondary Block Grant (ED Consolidation and Improvement Act of 1981) as proposed by the administration. Congress extended until 1984 the Vocational Education Act 1984 the Vocational Education Act which contains many excellent sex equity provisions from its 1976 Amendments.

In the Fall of 1981, Congress also appropriated money for these programs. Our table of sex equity funding levels includes the FY '82 Continuing Resolution amounts for these and other programs. This Continuing Resolution is due to expire at the end of FY '82.

To date, some Federal sex equity funds are still "on the books" and as previously, sex equity and other activities to help women and girls specifically may be included or imbedded in a wide range of educational programs designed to address other educational needs.

The administration has consistently tried to encourage Congress to include WEEAP and CRA IV in the Elementary and Secondary block gra or not fund them at all. In FY '82 it asked Congress to rescind t funds contained in the Continuing Resolution for these programs. It asked for no money for these programs in FY '83.

The National Institute of Education (NIE) support for sex equity appears to be disappearing along with staff responsible for this area. The Women's Research Team in Teaching and Learning (T&L) the Minorities and Women's Program in Dissemination and Improvemen of Practice (DIP) have been dissolved.

Some Department of Education programs, such as career education, supported sex equity projects and others sensitive to sex equity needs, such as teacher centers, have been put in the consolidated education block grant.

The National Science Foundation (NSF) science education funding, of which supported sex equity projects, has been eliminated except for some new and continuation fellowships and a few new visiting professorships for women in science. The administration proposed to disband the NSF Science Education Directorate.

Generally, FY '82 funding cycles have been delayed because of the delayed appropriations or limited support within the Department. In FY '82 and possibly '83 even the previous commitment of .2% of the total Department of Education budget for sex equity will drop If the current funds remain in the FY '82 Continuing Resolution, about $21,034,000 will be left for Department of Education sponsor sex equity activities, in comparison to the FY '80 level of $33.9 million.

D. New Roles for SEAs and LEAs

- SEAs and LEAs may have more flexibility in allocating Federal funds for sex equity via block grants or the increasingly simplified guidelines for state use of Federal "flow thru" funds.

- State Departments of Education and Local Education Agencies wil receive less total Federal funds than before. Many states are also apt to have less state money available for education due t state budgetary problems. These education agencies have not be accustomed to funding sex equity from their own resources so th they are unlikely to start new initiatives when there is less money available.

- Advisory Councils for block grants may be influenced by advocates of sex equity in their fund allocation decisions.

- In most states, the few sex equity advocates on the advisory councils are apt to have limited influence on establishing funding patterns responsive to sex equity needs. It is likely that funds will be directed to programs these education agencie administered or supported in the past. This would exclude potential new priorities such as sex equity.

- Some states may actually support more sex equity work than when they relied on receiving Federal funds for their sex equity projects. Some states also have strong sex equity laws such as State Equal Rights Amendments or Title IX laws and policies which will encourage support of sex equity projects, (Segal, 1982).

- Irrespective of need, some states will have less sex equity support than in the past. There are likely to be continued disparities in sex equity activities among states which are unrelated to the states' relative needs for sex equity.

TABLE OF FEDERAL FUNDING LEVELS FOR SEX EQUITY* R&D RELATED TO EDUCATION

Sex Equity FY '80	Sex Equity FY '81	Total Program Appropriations in FY '82 Continuing Resolution	Estimate for Sex Equity in FY '82	Administration Proposed Total Program Funds for FY '82	Administration Proposed Total Program Funds for FY '83
MAJOR SUPPORTERS OF SEX EQUITY R&D IN U.S. DEPARTMENT OF EDUCATION					
Women's Educational Equity Act Program, WEEAP					
$10,000,000	$8,125,000	$5,760,000	$5,760,000[1]	-0-	-0-
Civil Rights Act, Title IV, CRA IV					
$13,200,000	$12,562,363	Total CRA IV $24,000,000	$8,000,000[2] (for sex desegration if split in 1/3 for each group covered.)	-0-	-0-
Vocational Education Act					
$5,634,243	$5,000,000[3]	$683,266,000	$4,500,000[3]	$549,445,000	$500,000,000[3]
National Institute of Education, NIE					
$3,180,000[4]	$1,956,000[4]	$53,389,000	$774,000	$53,389,000	$53,645,000
Fund for the Improvement of Postsecondary Education, FIPSE					
$1,967,000	$1,858,000	$11,520,000	$1,500,000 Estimate based on previous years.	$11,520,000	$11,900,000
OTHER DEPARTMENT OF EDUCATION PROGRAMS WHICH FUND SEX EQUITY					
National Center for Education Statistics, NCES					
		$8,589,000	-0-	$8,589,000	$8,747,000

* In this report support for sex equity in education (not sex education) includes Federally sponsored activities intended to help girls and women, as well as to help both females and males overcome sex stereotyping. Major attention was given to Federal support of R&D activities rather than student financial aid or the general distribution of Federal aid to girls and women. An excellent analysis of the impact of budget cuts on women in education and other areas is available from the Women's Research and Education Institute of the Congressional Caucus for Women's Issues.

1 Closing date was April 23, 1982. Aproximately $500,000 will be available for new awards.

2 Local education agency awards were not made in FY 1982.

3 No data are available on how the states will spend their vocational education funds for sex equity except for the anticipated $50,000 for each state sex equity coordinator. No national program funds have been planned for sex equity projects in FY '82. This projection is based on the FY '80 estimate and includes funds for displaced homemaker programs. In FY '83 the administration proposed to consolidate vocational and adult education at $500,000,000.

4 All NIE sex equity totals include all minorities and women's program activities as well as other sex equity research.

Sex Equity FY '80	Sex Equity FY '81	Total Program Appropriations in FY '82 Continuing Resolution	Estimate for Sex Equity in FY '82	Administration Proposed Total Program Funds for FY '82	Administration Proposed Total Program Funds for FY '83
Office for Civil Rights, OCR					
	$500,000[5]	$46,915,000[5]	$500,000[5]	$44,111,000[5]	$43,999,000[5]
Career Education					
		$9,600,000[6]		-0-	-0-
PROGRAMS OUTSIDE THE DEPARTMENT OF EDUCATION WHICH SUPPORT SEX EQUITY IN EDUCATION					
National Institute of Mental Health, NIMH, HHS					
$8,186,361[7]		$134,600,000[7]		$134,600,000	$150,000,000
NICHD, National Institute of Child Health and Human Development, HHS					
		$22,000,000[8]		$22,000,000[8]	
Office of Adolescent Pregnancy Programs, OAPP, HHS[9]					
			$1,200,000		
National Science Foundation, NSF					
$1,021,000[10]		$4,907,448[10]	$500,000[11]	$500,000[11]	$1,000,000[11]
National Endowment for the Humanities, NEH					
$2,744,309	$3,644,525	$119,232,000[12]			$83,800,000
Office of Community Services, OCS, HHS					
$1,500,000		$31,500,000[13]			

5 The total program funds for OCR include salaries and expenses and program funds. The $500,000 estimates are for technical assistance prog funds.

6 Also in block grant.

7 FY '79 total. The FY '80 total figure is not known. FY '82 and FY '83 totals are for mental health research. The Behavioral Sciences Research Branch supports about $8 million annually. Additional Behavioral Science Research of interest to sex equity researchers is suppo in other branches.

8 Approximate for Social and Behavioral Science Research in the Centers for Population Research and for Research on Mothers and Children. T total NICHD budget is increasing gradually.

9 OAPP, Office of Adolescent Pregnancy Programs, Public Health Service, HHS. Research grants closing date April 19, 1982.

10 Only includes Women in Science Program in Directorate for Science and Engineering Education (SEE). Additional sex equity projects were fu by other science education R&D programs. The total SEE Directorate budget for FY '81 was (actual) $70,663,609.

11 Visiting Professorships for Women in Science, which is administratively located in the Office of Planning and Resources Management, not in Directorate. The deadline for applications was April 15, 1982.

12 Regular appropriation, not a continuing resolution.

13 Office of Community Development Services contains some programs of the previous Community Services Agency. It appears likely that this R&I money at the Federal level will be available to help poor people in the areas of housing, economic development, migrant needs, youth and sports. The Director will also have $2 million for discretionary activities.

Suggestions On General Strategies
To Obtain Federal R&D Funds Related to Sex Equity In Education

A. Continue submitting proposals to programs designed specifically for helping girls or women or promoting sex equity in education. This suggests that there is a need and demand for the program. Let Congress know your interests and national and local level needs for federal financial support of these programs.

B. Create a good press for sex equity in education to generate and maintain local support. Show how sex equity improves education in general.

C. Ask educators to express their continued interest in maintaining and improving Federal sex equity activities in education. Agencies should be asked what they are doing to help in this area if sex equity is appropriate to their legislative mandates. Educators may also be interested in the "Recommendations for Maintaining a Federal Role in Providing Equal Educational Opportunities for Women" which were developed by the National Advisory Council on Women's Educational Programs for the Department of Education.

D. Broaden your search for Federal funding sources. Explore areas supported by NICHD, and the Office of Community Services in Health and Human Services, DOD, etc. (See Table of Sex Equity Funding and the attached list of information resources).

E. As always, pay attention to guidance derived from agency grant announcements, RFPs and general policies.

   1. Some commonly referenced Department of Education priorities include: educational excellence, national significance, effectiveness, efficiency and productivity. Priorities exclude support of activities dealing with social reform.

   2. In NIMH the emphasis appears to have shifted from the promotion of mental health to the prevention of mental illness.

F. Incorporate sex equity features in proposals which have other major priorities. This will often need to be done subtly.

G. Explore possibilities of achieving 8A minority business status if you are a small business.

H. Maintain involvement in Federal review and advisory panels -- even if agencies no longer pay for review services. (Remember that it is easy for agencies to select reviewers not sympathetic to equity.)

I. Where appropriate, submit your basic proposal idea to multiple sources within and outside of the Federal government.

References

Brown, Linda "An Analysis of Civil Rights Implicationa of the Reagan Administration's Draft Bill to Terminate the Department of Education", Lawyers' Committee for Civil Rights Under Law, 1982.

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Segal, Phyllis "State Constitutional Equal Rights Provisions: Legal Tools for Achieving Sex Equity in Education", Journal of Educational Equity and Leadership, Vol 2 #2 Winter 1982.

Wider Opportunities for Women "Survival Strategies for the 1980's: A Fundraising Manual for Women's Employment Programs", Draft, February 1982.

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II. A DESCRIPTION OF SOME FEDERAL FUNDING SOURCES FOR SEX EQUITY RELATED TO EDUCATION

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

AGENCY OVERVIEW

To promote and secure educational equity for women and girls, the Federal government supports demonstration, research and development, dissemination, and innovative activities of national, statewide, and general significance through the Women's Educational Equity Act (WEEA) Program. These activities are funded through grants and contracts. WEEA received its first funding in FY'76 with an appropriation of $6,270,000. Since that time appropriations have increased by 1 million dollars per year to the FY'80 level of $10 million; in FY'81, the appropriation was reduced to $8.125 million. The Program received $5.760 million in FY'82.

The WEEA Program regulation establishes five priorities for funding to support model projects on: 1) Title IX compliance, 2) educational equity for racial and ethnic minority women and girls, 3) educational equity for disabled women and girls, 4) influencing leaders in educational policy and administration, and 5) eliminating persistent barriers to educational equity for women.

SIGNIFICANCE FOR SEX EQUITY

The WEEA Program is involved in sex equity, as it pertains to education. Its objective is to provide educational equity to women and girls at all levels of education.

WEEA PROGRAM COMPETITIONS AND APPROPRIATIONS LEVELS

FY	WEEA Program Applications Received	Competitions Total Funded	Total Amount Granted	Total Program Appropriation
78	498	70	$5,274,535	$ 8,085,000
79	639	74	5,672,068	9,000,000
80	955	70	7,307,453	10,000,000
81	813	22 (new)	725,000	8,125,000
		33 (cont.)	5,300,000	
82	530	20 (new, est)		5,760,000
		21 (cont.)		

NATURE OF ASSISTANCE

Small Grants	Range:	$6,000 - $25,000
	Length:	1 year
General Grants	Range:	$80,000 - $250,000
	Average:	$96,000 - $100,000
	Length:	Applicants may propose and justify multi-year programs

EXAMPLES OF WEEAP PROJECTS

- labor Education Film Center, Washington, DC, "Hidden from History - Working Women, Past and Present," FY'81, $63,000.

- Bay Area Bilingual Education League, Oakland, CA, "Campesinas," FY'80-82, $87,067 (FY'80).

- Wellesley College, Wellesley, MA, "Black Women's Educational Policy and Research Network," FY'80 & '81, $198,386.

- Ohoyo, Inc., Wichita Falls, TX, "Resource Center for Native American Women," FY'80-81, $196,549 (FY'80).

- Disability Rights Education and Defense Fund, Berkeley, CA, "Disabled Women's Educational Equity Project," FY'80-82, $257,188 (FY'80).

- Asian Women United, San Francisco, CA, "Education for Occupational Choice," FY'80 and '81, $244,935.

- Women and Employment, Charlestown, WV, "A Plan for Partnership: Women and Vocational Education," FY'81, $45,000.

WHO MAY APPLY

The annual grant competitions are open to individuals, state and local governments, private nonprofit organizations and institutions, including women's organizations, student groups, and community groups. The closing dates for FY'82 applications are February 26, 1982 (continuation grants) and April 23, 1982 (new applications).

PUBLICATIONS AND AGENCY CONTACTS

For detailed information on the Women's Educational Equity Act Program and for statistical breakdown on the distribution of contracts and grants, request a copy of the Annual Report. This and all requests for information should be addressed to: Director, Women's Educational Equity Act Program, 400 Maryland Avenue, S.W., Washington, DC, 20202, (202/245-2181). For information on products developed by grantees, contact the WEEA Publishing Center at Education Development Center, 55 Chapel Street, Newton, MA, 02160, toll free: (800) 225-3088. The National Advisory Council on Women's Educational Programs also publishes an annual evaluation of the program which may be requested by writing them at 1832 M Street, N.W., Suite 821, Washington, DC, 20036.

CIVIL RIGHTS ACT, TITLE IV

AGENCY OVERVIEW

The primary purpose of Title IV, CRA is to help solve problems related to the race, sex, and national origin desegregation of public elementary and secondary schools.

The Title IV, CRA Program is designed to assist (1) Public school personnel, students enrolled in public schools, parents of those students, and other community members to deal with a range of problems that were not experienced before school desegregation; (2) In the preparation and adoption of desegregation plans and to (3) Target assistance occasioned by the implementation of a recent desegregation plan in coping with problems.

SIGNIFICANCE FOR SEX EQUITY

In the past, grants were available for basically four categories of programs.

- Desegregation Assistance Centers (DAC's) were funded to assist school districts in states in their region to comply with Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and with the intent of Lau v. Nichols. In FY'81, 12 of the 39 DAC's funded were for sex desegregation purposes with an average award of $281,116.

- Grants were also made to state education agencies (SEA's) for the purpose of providing technical assistance (including training) in the preparation, adoption, and implementation of a plan for race, sex or national origin desegregation; in FY'81, $4,102,237 of the program funds went to 33 SEA's for sex desegregation.

- Grants were available for assisting local education agencies in race and sex desegregation training. In FY'81, 16 awards, totaling $1,530,762, were made to colleges and universities for sex desegregation institutes.

- Assistance was available to school boards or local education agencies (LEA's) directly. In FY'81, 59 LEA's received a total of $3,555,978 for the purposes of employing a specialist to advise them on the handling of educational problems resulting from sex desegregation and/or providing public school personnel with inservice training dealing with problems resulting from sex desegregation.

The program made 319 awards totaling $37,110,903 in FY'81; 120 awards, or $12,562,363, went to sex desegregation activities. In FY'82, the program has $24,000,000, as allowed in the continuing resolution, with which it will continue to fund the DAC's and SEA's but due to limited funds no awards will be made to training institutes or directly to LEA's. Forty states (six more than in FY'81) applied for funds for sex desegregation purposes, more than applied for race or national origin desegregation. Plans for FY'83 are uncertain due to upcoming deregulation of the regulations.

WHO MAY APPLY

Civil Rights Act, Title IV competitions are open to state education agencies, post-secondary education institutions, and both public and private nonprofit organizations.

AGENCY CONTACT

For more information on funding available through CRA, Title IV, write or call: Jack Simms, Director, Division of Equity Training and Technical Assistance, U.S. Education Department, 400 Maryland Avenue, S.W., Washington, DC, 20202, (202/245-8484).

VOCATIONAL EDUCATION ACT PROGRAMS

AGENCY OVERVIEW

The current Vocational Education Act, which is due to expire in 1984 is administered within the Office of Vocational and Adult Education.

SIGNIFICANCE FOR SEX EQUITY

The Vocational Education Act of 1976 has four major purposes, one of which is the elimination of sex-role stereotyping in occupational training. It also calls for the reduction of sex bias in vocational education programs. The money allocated to the Vocational Education Act is distributed at two levels -- state and Federal.

FEDERAL LEVEL SEX EQUITY PROGRAMS

Under the act, organizations interested in securing support for sex equity projects of national significance in vocational education can respond to requests for proposals to win a contract based on Office of Vocational and Adult Education (OVAE) needs and yearly initiatives. The program of national significance was funded at $10 million for FY'79 and $10 million also for '80, $7.477 million in '81, and expects $7.178 million in '82. Funds for each appropriation year are expended in the succeeding years. $50,000 was used for sex equity in FY'81 and none is planned for FY'82.

Contracts support nationally significant research and development, exemplary and innovative programs, curriculum development and dissemination, personnel development, and demonstration projects.

Among the priority targets in 1979, one designated need was for programs designed to attract women into nontraditional occupations. A project begun in 1978 to credential women's life experiences was carried over into 1979. Another project begun in 1978 to address the vocational needs of women offenders was carried over into 1980. In 1980 two projects were funded to facilitate employment of displaced homemakers and to develop a support service system for sex equity services in vocational education. In 1981 a project with the National Academy of Sciences, the Carnegie Corporation of New York, and the Department of Labor was funded to focus on the issue of job segregation by sex.

BUDGET FOR PROGRAMS OF NATIONAL SIGNIFICANCE

FY	Total Number of Projects Funded	Number of Sex Equity Projects Funded	Funds for Sex Equity Projects
79	29*	1	$512,197
80	10	2	934,684
81	7	1	50,000
82	Projects not named as of April 1982.		

* Includes one project for the National Center for Research in Vocational Education and two projects for Curriculum Coordination Centers.

PROJECTS OF NATIONAL SIGNIFICANCE RELATING TO SEX EQUITY

Year	Project	Funding
1977-79	A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Positions	$ 59,983
	Local Vocational Advisory Council Involvement in Effecting Sex Equity in Vocational Education	$ 49,851
1978-79	Credentialing Women's Life Experiences	$250,160
	Vocational Needs for Women Offenders	$277,931
1979-81	Women's Outreach Project	$512,197
1980	Identification of and Development of Procedures for Facilitating Access to Employment through Vocational Education for Displaced Homemakers	$488,017
	Development of a Support Service System for Sex Equity Services in Vocational Education	$446,667
1981	Establishment of a Committee on Women's Employment and Related Social Issues	$ 50,000

STATE SEX EQUITY PROGRAMS

Vocational educations funds which may be used for sex equity are likely to be more abudant and easier to acquire through State Departments of Education than by going directly to Washington. State agency responsibilities include handling grants from the Federal government and planning for the allocation of

funds. Each state has to write both a five year and an annual Federal vocational education plan. According to the law, each state has to conduct annual public hearings on their state plan, has to do statistical reporting on enrollments and graduate follow-ups by sex and racial/ethnic group, and also has to expend $50,000 every year to hire full-time personnel in the state agency to pursue sex equity in vocational education. The legislation provided for uses of these funds in each state under the following general areas. Each state must use support services for women entering vocational programs designed to prepare them primarily for jobs in nontraditional occupational areas. Additional support services may include funding of counseling, job development, job follow-up support, and preparing women as vocational instructors. A third area where funds may be used is for day care services for children of students enrolled in vocational programs. (Few states are currently using money for that provision of the law.) Fourth, the Federal funds provide monies to the states that may be used for guidance and counseling and specifically to address training for counselors, the changing work patterns of women, and overcoming occupational stereotyping. A fifth category is grants to overcome sex bias, including research on ways to eliminate sex stereotyping, design curriculum materials for sex-free or sex-neutral curriculum, and the development of criteria for review of curriculum materials. A sixth category supports consumer and homemaking programs that must encourage both female and male students to prepare for roles as homemakers and wage earners. Traditional sex-role stereotyping has prevented or discouraged young men from getting into consumer and homemaking programs. Finally, under the vocational program improvement projects category, states may fund research studies and exemplary innovative programs. The law clearly says that states must give funding priority to projects designed to reduce sex-role stereotyping in occupational training.

Each state must publicize the availability of funding for research, curriculum, and innovative programs via some process like a request for proposals. Inquire in your state how this is being done and when the funding cycle begins. In Connecticut, requests for proposals require that all proposals address sex equity every year. Connecticut includes sex equity in the evaluation criteria and targets at least one priority area for sex equity each year.

Most of the Federal vocational education funds available for sex equity by the states come from the following programs. In order to receive Federal funds, states must match them with state and local contributions.

BUDGET

	1979	1980	1981	1982 estimate*
Basic Grants	$474,766,000	$562,266,000	$518,139,000	$497,280,000

The $50,000 available for each state sex equity coordinator is provided from this budget category. Additionally, States must spend funds from the Basic Grant for displaced homemakers. According to the annual State program plans, fifty-five States and territories planned to spend $2,797,590 Federal funds and

$990,356 State/local funds in this way in FY'80. While ten States planned to spend over $100,000 for displaced homemakers, nine planned to spend less than $5,000.

	1979	1980	1981	1982 estimate*
Program Improvement and Supportive Services	$112,317,000	$124,817,000	$93,323,000	$89,590,000

Although states have the option of using some of these program funds for overcoming sex bias, in FY'80, 35 states planned to spend $2,339,986 of these Federal funds for sex equity. In 1979, $1,3000,000 Federal and $160,000 non-Federal funds were spent for grants to reduce sex bias. States must give priority to exemplary and innovative projects designed to reduce sex-role stereotyping.

	1979	1980	1981	1982 estimate*
State Advisory Councils	$6,073,000	$6,500,000	$6,500,000	$4,980,000

The State Vocational Education Advisory Councils may support low cost sex equity projects.

	1979	1980	1981	1982 estimate*
Consumer and Homemaking Education	$43,497,000	$43,497,000	$30,347,000	$29,133,000

The Consumer and Homemaking Education Program provides funds to states for use by local education agencies and other eligible recipients to conduct training programs for male and female youths and adults in consumer and homemaking education. One-third of these funds are used to conduct programs in economically degressed areas with high rates of unemployment. A portion of these funds are used to promote and ensure sex equitable practices in the development of curriculum materials. This is exemplified in the increased enrollment of males in consumer and homemaking programs.

	1980	1981	1982 estimate*
Special Programs for Disadvantaged	$20,000,000	$14,954,000	$14,356,000

* Based on fourth continuing resolution (P.L. 97-92)

WHO MAY APPLY

Competitions at the Federal level, administered through the Department of Education, are open to state and local education agencies, institutions of higher education, public and private research organizations, and individuals. State Departments of Education each have their own rules by which organizations, institutions of higher education, and local education agencies may apply for Federal and State Vocational Education funds.

AGENCY CONTACTS

For more specific information contact the Office of Vocational and Adult Education, ROB 3, Fifth Floor, Washington, DC, 20202. Address your questions to the appropriate individual: Harriet Medaris--Sex Equity (202/245-0636); Howard Hjelm--Programs of National Significance (202/245-9634); or Bertha King--Consumer and Homemaking Education (202/245-3478). At the state level, contact your state department of education, vocational education director, sex equity coordinator, or state supervisor of consumer and homemaking education.

NATIONAL INSTITUTE OF EDUCATION

AGENCY OVERVIEW

The National Institute of Education (NIE), located within the Office of Educational Research and Improvement, is the primary Federal agency for educational research and development. Its two part mission is to promote equity and to improve educational practice. To implement the equity work, NIE funds research, development, evaluation, dissemination, and technical assistance projects in its three program areas: Teaching and Learning (T&L), Educational Policy and Organization (EP&O), and Dissemination and Improvement of Practice (DIP).

SIGNIFICANCE FOR SEX EQUITY

In FY'80, NIE was responsible for approximately 946 ongoing projects. About 89 of these projects had some focus on sex equity. Twenty-four of the sex equity research projects were monitored by the Social Processes/Women's Research Team in T&L. The Minorities and Women's Program in DIP managed about 50 technical assistance projects designed to increase the participation of minorities and women in educational R&D. Most of these projects were located in universities and were funded through announcements of the NIE program areas or through the NIE unsolicited proposal procedure.

The majority of the projects monitored by the Social Processes/Women's Research Team, which was dissolved in August 1981, focused on women in science and math and, in particular, the internal and external barriers contributing to women's unequal achievement and occupational attainment relative to men. The ongoing projects in this area are now monitored by the Math/Learning Team in Teaching and Learning.

In 1982, the only available source of funding for new projects was under the Unsolicited Proposal Guidelines with a deadline of February 4, 1982.

The Minorities and Women's Program which was dissolved in May 1982 supported a variety of projects that created opportunities for advanced study and practice for minorities and women in the field of educational research and development. The objectives of the program were to:

- Help minorities and women participate at an advanced level of educational research and related work.
- Assist institutions to establish policies and practices that
  - Enhance participation of minorities and women in all aspects of educational research, and
  - Overcome barriers to recognition of their research contributions, perspectives, and interests.
- Develop knowledge, information, and strategies to advance the foregoing objectives.

In FY'82 almost all of the Minority and Women's Program funds will be included in the Lab and Center activities and budgets.

MINORITIES AND WOMEN'S PROGRAM

FY	Total Program Budget
78	$2,600,000*
79	$3,200,000*
80	$3,400,000*
81	$1,447,000*
82	$ 457,000*

* includes subtantial support by the laboratories and centers.

Staff from all Institute program areas monitor sex equity related research. These projects are funded from the unsolicited proposal competition or under procurements focusing primarily on other topics, such as an RFP "The Impact of Public Policy on Education and Training," which had a special emphasis on the role of training in non-discrimination, or under Laboratory and Center awards.

BUDGET

FY	Amount for Sex Equity Including Entire Minorities and Women's Programs	Total NIE Program Budget
78	$5,800,000	$76,600,000
79	5,100,000	80,200,000
80	3,180,000	74,100,000
81	1,956,000	65,614,000
82 est.	774,628	53,389,000

WHO MAY APPLY

Colleges, universities, State Departments of Education, local education agencies, nonprofit agencies, organizations, groups, and individuals may apply. For profit corporations, institutions, and agencies may only be awarded contracts.

PUBLICATIONS AND AGENCY CONTACTS

To learn more about previously supported NIE sex equity projects, request Sex Equity in Education, NIE-Sponsored Projects and Publications: 1981 and the most recent annual report of NIE's National Advisory Council on Educational Research. For guidance on new NIE funding opportunities, request Funding Opportunites in NIE for the current fiscal year and information on applying for unsolicited proposals. These publications are available from the Office of Public Information, NIE, 1200 19th Street, N.W., Washington, DC, 20208. Contact Warren Kaufman, (202) 254-7920, for information on unsolicited proposals.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

AGENCY OVERVIEW

The Fund for the Improvement of Postsecondary Education (FIPSE), under the Office of Postsecondary Education, is responsible for improving post-secondary educational opportunities by providing assistance to educational institutions and agencies to encourage a broad range of improvements and innovations. The Fund's primary funding strategy is to provide money for approaches to improvement at the operational or pilot stage. The annual program budget has been in the range of $11 -13.5 million for fiscal years 1977-81, with approximately half this amount available for new grants each year. The Fund tries to be comprehensive and action-oriented in its scope. Many winning proposals are in the area of education and work. Several trends, including career-related development, strengthening internship components and increasing the career and work orientations of the faculty at liberal arts colleges, have augmented this emphasis. The Fund has four separate support programs. However, not all four may hold competitions during any given year.

- Comprehensive Program--accents proposals relating to any of the Fund's broad goals. (annual)

- Mina Shaughnessy Scholars Program--accents programs engaging individuals to contribute practical solutions to any of the problems facing post-secondary education. (annual)

- Special Focus Programs and National Programs--accent proposals concerning specific educational needs or approaches, as defined in the application.

Although the Fund does not theoretically support research, it is possible to receive funding for educational R&D through FIPSE's regular grants program. A considerable amount of "indirect" R&D, especially research on women in higher education, is funded.

Although the conventional view of research's role in education is that research drives action, FIPSE's attitude toward this role is just the reverse. FIPSE believes that many action projects generate new research agendas and present new research findings.

Another aspect of educational R&D funding through FIPSE is support for the evaluation of existing public policies or programs. Although in the past the Fund has not supported many of these projects, there will probably be more funding in this area in the future. This could have a positive effect on sex equity issues.

In FY'80, 27% and in FY'81, 13% of the new grants funded by FIPSE contained specific mention of women's equity or educational needs.

NATURE OF ASSISTANCE

Grants	Range:	$4,000 to $200,000
	Average:	$60,000 annual
	Length:	maximum of 3 years

EXAMPLE OF FIPSE SEX EQUITY PROJECT

Ruth Schmidt--Wheaton College, Norton, MA, FY'81, $71,771
"Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts"

BUDGET*

FY	Applications Received	Total Funded	Women Funded	Total $ for projects	Total $ for Women
78	1085	175	29	$12,000,000	$1,870,000
79	1535	84**	27	$13,000,000	$1,580,000
80	1774	200 (109 new)	30? (22 new)	$13,400,000	$1,967,000
81	1655	199 (90 new)	30 (12 new)	$12,900,000	$1,858,000

* This chart refers to the Comprehensive Program only.
** New grants only; does not include continuation grants.

The administration proposed total FIPSE budget for FY'82 is $11,520,000 and for FY'83 is $11,900,000.

WHO MAY APPLY

FIPSE grants are available to state and local education agencies, public and private post-secondary schools, private nonprofit organizations, unions, and business.

PUBLICATIONS AND AGENCY CONTACTS

The Fund has put out several useful reports designed to help potential fund seekers. Reports from the Fund: Projects Women I is available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC, 20402. Limited copies of Reports from the Fund: Projects Women II are available free from FIPSE. Also availabe form FIPSE is Resources for Change: A Guide to Projects. For additional information contact: Leslie Hornig, Fund for the Improvement of Postsecondary Education, U.S. Education Department, 7th & D Streets, S.W., Washington, DC, 20202-3328, (202/245-8100).

NATIONAL CENTER FOR EDUCATION STATISTICS

AGENCY OVERVIEW

The National Center for Education Statistics (NCES), Office of Educational Research and Improvement, collects and disseminates statistics and other data related to education in the United States and other countries. NCES coordinates information gathering activities for educational programs, and performs special analyses of and disseminates statistical data. The Center is divided into two major activites, education statistics and statistical services.

The Education Statistics Program aims to develop and sustain a central collection of education statistics on institutions and individuals to monitor trends in education and provide information on current policy issues. This information includes, employment status of recent college graduates, need for educational personnel in specialized areas, accessiblity to postsecondary education for women and minorities, relationship of work and employment, and women in vocational education.

SIGNIFICANCE FOR SEX EQUITY

The data banks of the NCES contain information derived from its own surveys and from other agencies at all levels and types of education, including information on numbers and characteristics of women students, teachers, and staff members. Studies of these data relating to sex equity have been conducted by NCES staff and by contractors. For example, the NCES staff did a study of women's colleges--their students, faculty and staff in higher education. NCES also contracted for a study of the patterns and effects of women's enrollment in high school mathematics.

BUDGET
NCES Total Appropriation

FY'79 -	$10,561,000
FY'80 -	9,940,000
FY'81 -	8,947,000
FY'82 -	8,589,000*
FY'83 -	8,747,000*

* administration proposed levels

Due to the reduction in funds for FY'82, NCES will probably issue FRP's only to keep ongoing projects running; there will probably be no money for other research in sex equity areas.

AGENCY CONTACT

For additional information contact: Theodore H. Drews, National Center for Education Statistics, 205 Presidential Building, 400 Maryland Avenue, S.W., Washington, DC, 20202, (301/436-7876).

OFFICE FOR CIVIL RIGHTS

AGENCY OVERVIEW

The Office for Civil Rights (OCR) investigates complaints, initiates compliance reviews, provides technical assistance, and conducts research and evaluation in areas concerned with discrimination. OCR aims to reduce existing discrimination on the basis of race, color, national origin, sex, age, or handicap in programs funded by the Department of Education by enforcing Title VI, Title IX, Section 504, and the Age Discrimination Act.

OCR has had a research and evaluation function since 1978. It conducts policy research, either through externally awarded contracts or through in-house studies. OCR does not award grants. Currently the Research and Evaluation Branch is located in the Office of Planning and Compliance Operations Service.

SIGNIFICANCE FOR SEX EQUITY

Since OCR has the responsibility for enforcing Title IX, the topic of sex discrimination in student services of education institutions is included in the scope of the work of the Research and Evaluation Branch. Several studies which deal specifically with sex discrimination in education services are: "A Study to Access the Nature and Extent of Discrimination Perceived by Protected Group Members Receiving Educational Servic s;" and "A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood." Copies of these reports may be obtained from Special Concerns, Office for Civil Rights, U.S. Education Department, 330 C Street, S.W., Room 4617, Washington, DC, 20202.

In FY'81, OCR also awarded a Title IX technical assistance contract which will provide regional workshops and materials for higher education administrators, faculty, students, and other interested persons on the prevention of sexual harassment in higher education and the establishment of model grievance procedures.

UPDATE

Contracts are competitively awarded through requests for proposals. There will probably be RFPs this year on technical assistance to guidance counselors and on adolescent pregnancy.

AGENCY CONTACT

For more information on the available funding write Dr. Barbara Glancy, Office for Civil Rights, U.S. Education Department, Switzer Building, Room 5415, 400 Maryland Avenue, S.W., Washington, DC, 20202, (202/245-0198).

NATIONAL INSTITUTE OF MENTAL HEALTH, HHS

AGENCY OVERVIEW

The National Institute of Mental Health (NIMH), Department of Health and Human Service (HHS), supports the development, testing, and dissemination of knowledge on the epidemiology and need for services, etiology, diagnosis, typology, treatment, and prevention of mental illnesses and emotional disorders and on the biological, behavioral, and environmental factors which affect mental illness and mental health.

SIGNIFICANCE FOR SEX EQUITY

Women's research at NIMH addressed the mental health or illness of the woman herself as well as that resulting from changing roles. Research areas include, but are not limited to women's mental illness and treatment. Areas eligible for support are: neurosciences, behavioral sciences, epidemiology, clinical assessment and etiological studies, treatment, prevention, and services research. The objectives of several of these areas are outlined below.

The Behavioral Science Research Branch

In order to understand and address more effectively normal or abnormal mental, emotional, or behavioral development as well as dysfunctional behavior, support is provided in the following areas:

- Studies of personality, motivational, and emotional processes and problems relevant to issues of mental illness and health. Specific areas of interest include: personality development, structure, and functioning, including studies of individual differences; development and assessment of affect and temperament; mental health consequences of diverse patterns of infant and child care; mastery, competence, and coping; vulnerability and stress reactivity; and ways of influencing motivation, personality, and emotion.

  Unless shown clearly relevant to mental illness and health, NIMH does not support studies or school achievement, artistic or literary accomplishment and/or occupational success, or the development of related psychometric instruments.

- Normative and developmental studies in those areas of perception, information processing, learning, and memory that contribute to an understanding of mental illness and health. Specific areas of interest include: cognitive, learning, and conditioning processes that bear on etiologies of behavioral bysfunctions or have relevance to psychotherapeutic interventions; perceptual and attentional processes that affect mental status; and early experience and stree as these influence cognitive processes and learning.

  Unless shown clearly relevant to mental illness and health, NIMH does not support studies of: the measurement and enhancement of intelligence, artificial intelligence, school learning and

educational processes, classsical linguistics, language and speech processes not intimately related to significant cognitive operations, fundamental sensory processes, or responses to stimiuli as a function of their physical characteristics.

- Research on psychosocial processes that contribute to an understanding of mental health and illness. Specific areas of interest include: the relationship of life events, including family processes and conditions, to mental illness and health; the influence of attitudes on mental health and health related behaviors; the mental health antecedents and consequences of violent or deviant behavior; the influence of specific environmental or systems factors on normal and abnormal behavior and mental processes; the development and maintenance of personal networks and support systems as these affect individual and family functioning; and psychosocial stressors and coping mechanisms, particularly in populations at risk such as minority groups, children and adolescents, elderly persons, mentally ill persons, and former mental patients.

  Unless explicitly focused on metal illness or mental health, NIMH does not support studies of large-scale social conditions or problems (e.g., poverty, unemployment, inadequate housing and slums, divorce, day care arrangements, accidents, and criminal behavior); social classes and groups and their interrelations; the structure and functioning of groups, institutions, or societies; social roles and career determinants; cultural beliefs and values; the legal or educational systems; game theorty and decision-making; sociolinguistics; and animal models of social structure and interactions.

Prevention Research

NIMH encourages scientific investigations to develop and assess interventions to diminish or reduce mental disorders, serious behavioral dysfunctions, and significant emotional distress of persons and populations at risk. Support is provided in the following areas:

- Studies to identify and promote healthy behaviors and psychosocial competencies; to test research-based interventions to reduce stress and prevent mental or behavioral disorders; and to identify and ameliorate precursors of more serious mental, behavioral, or physical disorders.

- Studies of interventions to address the mental health effects of risk factors such as: chronic exposure to adverse developmental circumstances (e.g., children of psychotic parents); acute life crises and catastrophic events; and chronic exposure to occupational hazards and stress in the workplace.

- Outcome studies of high risk individuals detected in large scale screening efforts (e.g., community surveys, pediatric clinics, school settings, places of employment) and referred for preventive intervention in clinical or community-based settings.

Priority is given to research on the primary prevention effects of intervention activities provided to currently healthy persons who are at risk

for specific disorders and diseases. Research on secondary prevention is supported if the intervention is directed toward preventing conditions that could further impair the mental health of a person already suffering from a disorder.

Clinical (Assessment and Etiological) Research

In order to increase knowledge regarding the bases and clinical aspects of mental and emotional disorders as well as the interactive relationships of these disorders with general health status, NIMH provides support in the following areas:

- Basic and clinical research on the nature and description, diagnosis and classification, etiology, clinical course, prognosis, and followup of mental disorders, and the improvement of theories and methods in these areas of research and practice. Of particular interest are studies of chronic mental illness. Areas of research encompass the psychoses, including schizophrenia, affective disorders; mental and emotional aspects of the dementias and other organic brain syndromes; anxiety, somatoform, and dissociative disorders; other psychophysiologic, psychosomatic, and behavioral disorders; and disorders of children and adolescents, including pervasive developmental, conduct, and attention-deficit disorders.

- Studies of clinical and subclinical populations, populations at high risk for clinical disorders, ethnic or cultural groups, and other normal populations where the aim is to collect either control or baseline data on clinical variables directly relevant to a better understanding of clinical processes or etiological mechanisms; studies using experimentally induced states (e.g., stress-induced states, models of experimentally induced psychopathologic states); cross-cultural or cross-ethnic research in psychopathology; and studies of family and cultural factors in the etiology, expression, diagnosis, and outcome of mental disorders.

- Studies at the interface of biomedical and behavioral research as they pertain to physical disorders when the major focus of the research is on the prevention of mental disorders or on techniques to measure coping behaviors, cognitive, emotional, motivational, or other psychosocial correlates in relation to health status.

PUBLICATIONS AND AGENCY CONTACTS

Fund seekers might find Anne Fisher's publication, Women's Worlds--NIMH Supported Research on Women, quite useful. It is available from the Superintendent of Documents, Government Printing Office, Washington, DC, 20402; stock no. 107-024-00798-6. For additional information, contact May Aaronson, Program Specialist, Division of Mental Health Programs, National Institute of Mental Health, 5600 Fishers Lane, Room 18-104, Rockville, MD, 20857, (301/443-3373).

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

AGENCY OVERVIEW

The National Institute of Child Health and Human Development (NICHD) in the Department of Health and Human Services is the primary focus at the National Institutes of Health for research on maternal and child health. Through its extramural research program, it spans the full range of developmental issues, from genetics and cytology, through embryology, reproductive biology, and nutrition, to pregnancy and birth, infancy, childhood, and adolescence, into young adulthood. The Institute also is concerned with the broad range of factors that govern population growth, from basic reproductive processes and biological problems of fertility and infertility, to those social and economic forces that shape population growth and change.

SIGNIFICANCE FOR SEX EQUITY

Although behavioral research is supported by various NICHD programs, the Human Learning and Behaviorial Branch in the Center for Research for Mothers and Children is most likely to support research related to sex equity in education since it has primary responsiblity for the study of psychological, social and psychobiological development from infancy through childhood and adolesence into early maturity. Many topics of special interest to women are encompassed within this subject area, including mother-infant interactions, gender-role development, menarche, the cognitive development and social development of young girls and adolescent women. In FY'79 about $12 million was spent by the Center for Research for Mothers and Children.

The Social and Behavioral Sciences Branch in the Center for Population Research supports research on the causes of variations in fertility, primarily concerned with social, economic, and psycholgical determinants. Research on the consequences of childbearing patterns has focused on the effects of maternal age, birth spacing, and birth order on the psychosocial development of the child, the economic well-being of the parents, the participation of women in the labor force and the stability of the family unit. This program spent about $10 million in FY'79. The funds for these two centers and the behavioral research support are expected to remain fairly stable in FY'82 and FY'83.

WHO MAY APPLY

Individuals associated with a nonprofit organization.

PUBLICATIONS AND AGENCY CONTACTS

"1981 Research Programs of the NICHD - Human Learning and Behavior"
"Progress Report of the Center for Population Research, NICHD, 1982"

For more information contact: Office of Research Reporting, National Institute of Child Health and Human Development, Building 31, 2A32B, NIH Campus, 9000 Rockville Pike, Bethesda, MD, 20205, (301/496-5133).

OFFICE OF ADOLESCENT PREGNANCY PROGRAMS

AGENCY OVERVIEW

The Office of Adolescent Pregnancy Programs (OAPP) awards grants for projects that provide services and assistance for pregnant adolescents and adolescent parents. This year, for the first time, the program is awarding grants for research projects. The Request for Research Grant Applications (RFA) was published in the March 1, 1981 Federal Register. The program is inviting research grant applications for investigations of 1) adolescent sexual behavior (asking for research on the following questions: What messages do families, institutions, and environmental influences (such as media) convey about adolescent sexual behavior and how are those messages conveyed? and How important (or effective) is each potential influence on adolescent sexual attitudes and behavior, and how do influences interact?), adoption (Have overall rates of adoption continued to decline? To what extent are changes in rates of adoption attributable to changes in the behavior of adolescents pregnant out of wedlock? What agencies currently serve pregnant adolescents considering adoption? What factors account for the decline of the adoption care system? Are there strategies that are effective in establishing adoption as a viable alternative to early parenting?), and services to pregnant and parenting youth (What is the scope of public and private sector services and policies to aid pregnant adolescents, adolescent families, their parents and their offspring? Is the current array of programs and policies adequate? What are the effects on participants, their families, or their offspring?).

Pending a Congressional vote on an appropriation for Title XX, as much as $1.2 million may be available for grants in fiscal year 1982 under this announcement and as many as 20-30 research grants may be awarded. Other areas of research will be considered in a series of directed studies to be commissioned in the near future through Requests for Proposals.

WHO MAY APPLY

The RFA encourages all applicable social science and other scholarly approaches to the study of the research questions it poses. Research may be limited to a single aspect of the problem within any section of a research area within the RFA, or may consider broader questions posed across research areas in the RFA. The deadline for receipt of applications is April 19, 1982, the earliest start date for grants would be September. This competition is open to any corporation, public or private institution or agency, including corporations operated for profit.

AGENCY CONTACT

For more information, contact Lana Muraskin, Office of Adolescent Pregnancy Programs, 725H, Hubert H. Humphrey Building, 200 Independence Avenue, S.W., Washington, DC, 20201, (202/472-5588).

OFFICE OF HUMAN DEVELOPMENT SERVICES, HHS

AGENCY OVERVIEW

The Office of Human Development Servies (HDS), Department of Health and Human Services, includes the Administration for Children, Youth and Families (ACYF), Administration on Developmental Disabilities (ADD), Administration on Aging (AoA), Administration for Native Americans (ANA), Office of Policy Development (OPD), and the Office of Program Coordination and Review (OPCR).

The Office of the Assistant Secretary issued an announcement for preapplications for new research, demonstration, evaluation and training and technology transfer grants and cooperative agreements authorized by its multiple discretionary funding program legislation.

The concept papers requested in these preapplications for grants in various priority areas such as Community Support Alternative for Childcare and Employer-Based Family Support are then reviewed by the appropriate offices in HDS. The due date for these preapplications was January 15, 1982. $30-35 million was available for these 18 month awards in FY'82. A similar Federal register announcement for FY'83 grants is expected in November 1982.

SIGNIFICANCE FOR SEX EQUITY

An examples of past research in ACYF included research on the development of infant-mother attachment. The Administration on Aging supported some projects on displaced homemakers and a National Policy Center on Women and Aging at the University of Maryland. The FY'82 R&D priorities for HDS do not seem to focus on the above types of women's issues explicitly. They and future priorities are more likely to address goals such as aiding families in becoming more independent of Federal assistance.

WHO MAY APPLY

Any State, public or other nonprofit organization or agency may submit concept papers. Concept papers jointly developed by State and local community multiprogram social services agencies, foundations, and universities are also encouraged in order to promote a comprehensive approach to complex issues involved in developing and administering social services programs. For-profit organizations are not eligible but are also encouraged to submit concept papers as subcontractors to eligible applicants described above.

PUBLICATIONS AND AGENCY CONTACTS

For more funding information, request copies of the HDS summaries of its Research, Demonstration and Evaluation Studies for recent years. For information on the Administration on Aging, contact Sean Sweeney, AoA, Department of Health and Human Services, Washington, DC, 20201, (202/472-3050). At the Administration for Children, Youth and Familes, contact Dr. Ray Rackley, ACYF/Office for Families, P.O. Box 1182, Washington, DC, 20013, (202/472-3853).

OFFICE OF COMMUNITY SERVICES

AGENCY OVERVIEW

The Office of Community Services (OCS) in the Department of Health and Human Services (HHS) is the primary agency within the Federal Government for developing, testing, and operating various urban and rural programs designed to reduce poverty in the United States. OCS is distinguished from other agencies and departments in that its sole mandate is to assist the poor. Furthermore, its efforts and resources are concentrated on identifying and eliminating the causes of poverty, rather than only dealing with its effects. OCS attempts to promote appropriate institutional change and enable the poor to become self sufficient. OCS programs include the areas of housing, economic development, migrant needs.

SIGNIFICANCE FOR SEX EQUITY

OCS has taken over many of the services of the Community Services Administration (CSA) which was abolished. CSA provided support for programs specifically designed to meet the needs of low income women, as well as many programs that addressed poverty issues that severely impact upon low income women (e.g., rural home repair, elderly nutrition program, home health care). In 1979, CSA funded 10 unsolicited proposals for women's programs ($1,323,801) and in 1980, funded 6 ($1,500,000). For example, The National Council of Negro Women received $28,000 in FY'78 and $24,150 in FY'79 for "Demonostration/Outreach, Training and Technical Assistance for the Doddesville Factory Project and the Oklahoma/Issaque Women's Opportunity Project." In FY 1982, approximately $25 million will be available to support ongoing activities of national or regional significance to alleviate the causes of poverty in communities.

WHO MAY APPLY

Funds are available to any individual or group that addresses the needs of low income people in accordance with funding policy guidelines. See the May 7, 1982 Federal Register for the OCS program announcement of availability of funds and requests for applications.

AGENCY CONTACT

For more information, write the Office of Community Services, Office of State and Project Assistance, Attn: Discretionary Program Request, 1200 19th Street, N.W., Room 436-A, Washington, DC, 20208, (202/254-6296).

ACTION

AGENCY OVERVIEW

ACTION, the Federal voluntary service agency, was established in July 1971 to develop and support voluntary and citizen-participation activities for U.S. citizens at home and abroad. The diversity of ACTION programs allows for part-time and full-time service, both stipend and without pay. The ACTION programs attempt to mobilize citizens of all ages and economic backgrounds not only to help others, but also the help themselves.

SIGNIFICANCE FOR SEX EQUITY

In FY'81, ACTION supported projects dealing with women's concerns through three programs, each of which is briefly described:

- Technical Assistance Project (TAP) provides technical assistance and training grants to private, voluntary organizations to support volunteer efforts and programs. During fiscal year 1980, 13 grants were awarded in the areas of training, technical assistance, and materials development. During fiscal year 1981, only 4 grants were awarded due to a rescission in ACTIONS's budget. Grants ranged from $10,000 to $30,000. Formal program guidelines are to be published in FY'82.

- Mini-Grants Program objectives are to utilize and promote volunteering and voluntary action; to mobilize volunteers to impact on a community problem; to assist organization, both public and community-based groups; to initiate, strengthen and/or supplement volunteer efforts and to encourage broad-based volunteer citizen participation which will develop and enhance community self-reliance. In FY'81, 101 grants totaling about $376,000 were awarded to organizations in 44 states. Program guidelines are being revised in FY 1982.

- Volunteer Demonstration Program provides grants to establish model projects that can eventually be absorbed into regular program operations by localities, ACTION, or other Federal or state agencies. In FY'80 ACTION utilized $125,000 of its Demonstration grants funds ($1,437,000) to enter into an interagency agreement with the Department of Health and Human Services to jointly fund ACTION's national and regional Technical Assistance Centers on Family Violence. In FY'81, an estimated 28 Demonstration Grants were awarded in the area of energy, independent living, rural initiatives, small grants, drug abuse, runaways, and illiteracy. For fiscal year 1982, it is estimated that 39 Demonostration Grants will be awarded in the areas of youth volunteer projects, drug abuse, runaways, and illiteracy.

PUBLICATIONS AND AGENCY CONTACTS

For more information on funding procedures for these programs, note the Catalog of Federal Domestic Assistance, ACTION, Support Service Assistance (72.013), Mini-Grants Program (72.010), and Special Volunteer

Programs/Volunteer Demonstration Program (72.012). For more specific information, contact National Mini-grant Program Manager, Office of Volunteer Liaison, M-907, 806 Connecticut Avenue, NW, Washington, DC, 20525 (800/424-8867) or (202/254-8079). The National Support Service Assistance Program Manager can be reached at the same address and phone numbers. The Volunteer Demonstration Program Manger, Office of Planning and Policy, Policy Planning Division, M-606, can also be reached at the same address. The phone number, however, is 202/254-8420.

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NATIONAL SCIENCE FOUNDATION

AGENCY OVERVIEW

The National Science Foundation (NSF) promoted the progress of science through the support of research and education in the natural and social sciences, as well as mathematics and engineering. Through FY 1981 NSF was divided into seven major units called directorates. One of these, the Directorate for Science and Engineering Education, had three divisions, all of which had activities related to science and enginnering education for girls and women. The one program that dealt exlusively with this problem was the Women in Science Program, which was located in the Dvision of Scientific Personnel Improvement. In addition, the Division of Science Education Development and Research placed emphasis on three priority thrusts: early adolescence; groups underrepresented in science and engineering (women, minorities and physically handicapped); and out-of-classroom science learning.

Effective March 21, 1982, the Directorate for Science and Engineering Education was disestablished and the Office of Scientific and Engineering Personnel and Education (OSEPE) was established. This Office has two sections:

(1) the Fellowships Section, responsible for: Operation of the Graduate Fellowships Program, the NATO Postdoctoral Fellowships Program, and travel grants to NATO Advanced Study Institutes, and

(2) the Awards Administration and Liaison Section, responsible for: Management oversight and administration of major active awards funded in previous years by the Directorate for Science and Engineering Education, and liaison with other NSF units, government agencies and the public.

OSEPE has no Women in Science Program, but women are strongly encouraged to compete for NSF Fellowships (as they have been in previous years).

In FY 1982 an entirely new Program, Visiting Professorships for Women in Science and Engineering (VPW) was established in the Office of Planning and Resources Management. Funding for FY 1982 is $500,000, and the administration has requested $1,000,000 for FY 1983. The FY 1982 application deadline is April 15, 1982.

SIGNIFICANCE FOR SEX EQUITY

The Women in Science Program in the Directorate for Science and Engineering Education was funded at about the $2 million level in FY 1981. Since this program no longer exists, the toal for targeted women-in-science programs has been reduced to one quarter of this amount in FY 1982 ($500,000 for the VPW Program). In FY 1982, the projected funding of the VPW Program at $1,000,000 will still be only 50% of what was spent in FY 1982 on the Women in Science Program. In addition, funding for women-in-science activities that were carried out in other parts of the Directorate for Science and Engineering Education will be minimal at best in FY 1982 and may be zero in FY 1983.

However, efforts are being made to promote the full participation of women (and minorities) in science and engineering throughout NSF.

AGENCY CONTACT

Ms. M. Joan Callanan, Program Coordinator for Women in Science Programs, Room 415-A, National Science Foundation, Washington, DC, 20550, (202/357-7734), will administer the new VWP Program and will continue to monitor active projects previously funded under the Women in Science Program in the the Directorate for Science and Engineering Education. Other contacts of interest are two members of the Committee on Equal Opportunities in Science and Technology (CEOST), an advisory group to the Director of NSF. These contacts are Dr. Cora Marrett, Chairperson of CEOST, and Dr. Sheila M. Pfafflin, Chairperson of the Subcommittee on Women of CEOST. Both may be contacted through Ms. Mary Poats, Directorate for Engineering, National Science Foundation, (202/357-9571).

NATIONAL ENDOWMENT FOR THE ARTS

AGENCY OVERVIEW

The National Endowment for the Arts (NEA) is an independent agency of the Federal Government, which supports American arts and artists. The activites of the Endowment are designed to accomplish three main goals: 1) to encourage broad dissemination of high quality arts across the United States, 2) to assist cultural instructions to improve standards and provdie public service, and 3) to provide support that encourages creativity among gifted artists, preserves cultural heritage, and enhances the quality of life in the United States.

The Endowment helps to increase opportunities for artists, while it involves private citizens, public and private organizations, communities and the states in the arts. It uses Federal resources to respond to the needs of the world of the arts.

The National Endowment for the Arts provides three major types of financial assistance:

- Fellowships to artists of exceptional talent to enable them to advance their work and their careers.
- Matching grants to nonprofit tax exempt arts organizations.
- Grants to state arts agencies and regional arts groups.

Challenge grants and special fellowships are also available.

Award grants are distributed through nine programs that represent art disciplines and five interdisciplinary porgrams. The individual grograms differ in structure and each changes often in response to priority developments in the field.

Evaluation criteria involved in the review of proposals are primarily based upon a commitment to the promotion of the arts. Although this commitment does not single out any population group such as women, as a priority for evaluation, women involved in the arts may receive funds in program areas.

AGENCY CONTACT

For additional information, contact Director of the Program of Specific Interest, 2401 E Street, NW, Washington, DC, 20506, (202/634-6369).

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

AGENCY OVERVIEW

The National Endowment for the Humanities (NEH) is an independent, Federal grant-making agency created by Congress in 1965 to support research, education, and public activity projects in the humanities.

The Endowment's grant-making operations are conducted through six divisions listed below under Significance for Sex Equity.

According to the Act, which established the Endowment, the humanities include, but are not limited to the fields of history, philosophy, languages, literature, linguistics, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches.

SIGNIFICANCE FOR SEX EQUITY

All six NEH Divisions have provided support for women's programs:

- The Division of Education Programs supports exemplary projects that address the humanities content of education at all levels and that are critical to the teaching of the humanities in an institution, a region, or the nation.

- The Division of Fellowship and Seminar Programs supports individual study and research (both directly and through residential fellowships and summer seminars) that will enhance teaching in the humanities, make significant contributions to knowledge in the humanities, or increase understanding of the humanistic foundations of the professions.

- The Division of Research Programs supports long-range, collaborative research projects and the development of research tools in the humanities through its general research, research resources, and research materials programs.

- The Division of Public Programs supports projects that increase the adult public's awareness of the humanities through programs in libraries, museums and historical organizations, and the media.

- The Division of Special Programs supports innovative programs in the humanities including youth programs; science, technology and human values projects; and projects and programs that fall between or cross NEH divisional lines.

- The Division of State Programs supports state humanities committees in all 50 states, the District of Columbia, and Puerto Rico, which regrants funds for local and state projects in the humanities.

NATURE OF THE ASSISTANCE

The size of NEH grants varies widely depending on the nature and scope of the project being funded, on the intended audience, and on the amount of the cost being shared by the grantee.

EXAMPLES OF NEH FUNDING FOR SEX EQUITY

Connie Field, Clarity Educational Productions, Emeryville, CA, FY'80, $157,768, (Special Programs Division)
"To support development of discussion materials and programs on the history of women and work in twenty cities across the U.S. using the film "The Life of Rosie the Riveter."

BUDGET

FY	Number of Women's Studies Grants	Total for Women's Studies	Total Budget for NEH Programs
79	65	$2,873,078	$134,800,000
80	81	$2,444,309	$138,700,000
81	109	$3,644,525	$140,022,000
82			$119,232,000
83			$ 83,800,000*

* administration proposed level

WHO MAY APPLY

Competitions are open to institutions, private nonprofit groups, individuals, and state humanities committees.

PUBLICATIONS AND AGENCY CONTACTS

For more information ask to receive the Overview of Endowment Programs, Individual Program Guidelines for Each Division, or the Annual Report. The bimonthly subscription publication Humanities is also a good source of information on NEH activity. Write to the Public Affairs Office, National Endowment for the Humanities, 806 15th Street, N.W., Washington, DC, 20506, (202/724-0386).

DEPARTMENT OF DEFENSE

The Department of Defense accepts unsolicitied proposals in research and development actvities through various offices in the Army, Navy, and Air Force.

For example, the Navy's Office of Naval Research has a Psychological Sciences Division which seeks to involve competent and innovative civilian scientists in areas of research relevant to Navy and Marine Corps interests to provide new perspectivies, new insights, and new approaches to naval personnel, training, and human factor problems. Recognizing the substantial changes in the composition of the Navy and Marine Corps as more women, Blacks, and Hispanics join, one program component of this Division, "Intergroup Relations," focuses on identifying and describing the situations and contexts that lead to positive intergroup relations and developing knowledge of the variables (economic, social, psychological, cultural, vocational, etc.) critical to successful recruiting, educating, training, managing and retaining sailors and marines from diverse cultural and ethnic groups.

The Air Force Office of Scientific Research and the Army Research Institute's Behavioral and Social Science Branch also accept unsolicited proposals for basic research grants or contracts. Proposals are evaluated by the appropriate Directorate on the basis of scientific potential for improving operational capabilities, originality, significance to science, the qualification of the investigator, and the reasonableness of the proposed budget and availability of funds.

The Department of Defense has a Deputy Assistant Secretary of Defense for Equal Opportunity and Safety, Sharon Lord, whose office has policy jurisdiction over issues related to women's equity and family issues.

For further information on the Department of Defense's research activities and requirements, the following offices may be of help:

Chief of Naval Research
800 North Quincy Street
Arlington, Virginia 22217
202/696-4407

Directorate of Procurement (BC) Air Force
Office of Scientific Research
Bolling AFB
Washington, DC 20332
202/693-0164

Director of Basic Research
U.S. Army Research Institute
Behavioral and Social Sciences
Atten: Robert M. Sasmore
5001 Eisenhower Avenue
Alexandria, Virginia 22333
202/274-8721

Agency for International Development (AID)

The Office of Women in Development acts as the policy and program advisor to the Agency for women in development issues. The Office collaborates with overseas AID missions in the development of a variety of projects aimed at integrating women into the economic mainstream of less developed nations. Grant funds are provided for specific activities which emphasize the role of women in food production, income generation, and the problems of rural women, especially female headed households. For further information contact Paula Goddard or Sarah Tinsley, Office of Women in Development, Room 3243 NS, AID, Washington, DC, 20523, (202/632-3992).

U.S. COMMISSION ON CIVIL RIGHTS

The Commission on Civil Rights occasionally contracts out research topics relating to sex equity in education. Examples of past contracts include: "Statement on the Equal Rights Amendment," prepared by Phyllis Segal with the NOW Legal Defense and Education Fund, and a "Statement on Childcare," which was prepared by the Wellesley Center for Research on Women. Typically, Commission staff use results from the contracted research studies when they prepare Commission publications. In FY'81, the Commission did not fund any contracts dealing with sex equity in education, nor do they plan to in '83. To be placed on the Commissions' bidders list to receive copies of their requests for proposals, contact Lawrence B. Glick, Solicitor, U.S. Commission on Civil Rights, 1121 Vermont Avenue, N.W., Washington, DC, 20425, (202/254-3070). The Commission requests that potential bidders provide them with a capability statement or a resume.

DEPARTMENT OF LABOR

The Employment and Training Administration (ETA) has supported Comprehensive Employment and Training Act (CETA) projects designed to help women prepare for nontraditional careers and to help displaced homemakers. ETA has also supported research related to sex equity through its Office of Research and Development. Research and Development Projects, which is published annually, summarizes funded projects and includes guidelines for submitting proposals.

The Women' Bureau has used CETA monies transferred from ETA to fund a number of demonstration projects designed to help women and girls in making career choices, and to encourage them to choose nontraditional occupations. For more information, contact Dr. Lenora Cole-Alexander, Director of the Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, DC, 20210, (202/523-6611).

DEPARTMENT OF JUSTICE

The Law Enforcement Assistance Administration (which is currently being phased out) funds projects to help women offenders and educate enforcement officials on the best ways to deal with crimes against women (e.g., sexual assault). The Department of Justice also has a Task Force on Sex Discrimination which was recently made a unit in the Coordination and Review Section of the Civil Rights Division. For more information contact Stewart Oneglia, Chief, Coordination and Review Section, Civil Rights Division, Department of Justice, Washington, DC, 20530, (202/724-2222)

DEPARTMENT OF AGRICULTURE

The Department of Agriculture actively supports the role of women in agriculture through several different programs. The Department's programs include the study of farm women and how they make use of USDA programs, and a nationwide Farm Women's Forum held at USDA. In addition, the Women, Infant and Children's Program supports sponsoring organizations for programs to improve nutrition for pregnant and nursing mothers. Sex equity concerns related to education may also be included in activities of the Agricultural Extension Agent System, if their users indicate a need for services in this area. For more information contact Isidoro Rodriquez, U.S. Department of Agriculture, Office of Minority Affairs, Independence Avenue, S.W., Washington, DC, 20250, (202/447-3291).

Public Funding Information Sources

Catalog of Federal Domestic Assistance

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402 $20.00

Contains descriptions of programs and qualifications for receiving grants and contracts under each program. Valuable resource for federal grant seekers.

Commerce Business Daily

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402 Price: $80.00

A daily listing of all potential contracts which the Federal government agencies plan to initiate. It is divided into sections dealing with various types of services being sought. Indicates name of Federal agency, title of proposed contract, RFP (Request for Proposal) number, and when it is due. Organizations can request copies of RFP's to determine interest in bidding. CBD also lists all contracts awarded in excess of $25,000. Each listing -- awards as well as FRP's -- appears only once.

Federal Funding Guide - 1982

Government Information Service
1611 North Kent Street, Suite 508
Arlington, Virginia 22209 $68.95

Details new program legislation and guidelines for 115 key funded programs. Covers new developments in federal funding and contains rules for Block Grants.

Federal Register

Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402
Cost: $75.00 per year, prepaid.

Published daily; reports all the regulations and legal notices issued by federal agencies. Special section called "Documents Relating to Federal Grants Programs" which includes application deadlines for various federal grants.

How to Use the Catalog of Federal Domestic Assistance

Grantsmanship Center News Reprint
1031 South Grand Avenue
Los Angeles, California 90015
1979 $1.35

Local Government Funding Report

Government Information Services
1611 North Kent St., Suite 508
Arlington, Virginia 22209
Weekly newsletter $138.00 year

Information on federal aid programs to local governments.

Looking For A Grant: A Kit For Groups Seeking Financial Assistance

WRITE:
Publications Office
Women's Bureau
Department of Labor
Washington, D. C. 20210
Price: Free

From "Survival Strategies for the 1980's: A Fundraising Manual for Women's Employment Programs" Wider Opportunities for Women. Draft February 1982.